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ABSTRACT

A collection of six papers by New York business educators deals with criteria for judging the completeness and effectiveness of a business education program. The curriculum, recruitment, program promotion, image, and other aspects of a comprehensive high school program are outlined by C. Irene Schindler. Karen R. Gillespie of New York University describes the well-prepared business student as meeting the demands of business through skills acquired in high school curriculum, work experience, and youth organizations. The philosophy, curriculum, and unusual aspects of the suburban Kings Park High School program are discussed by Neil V. McNeill. Louise M. Petraglia and Wallace Kravitz detail methods for incorporating reality into business instruction at Mineola High School. Business education in a rural setting is the topic of Joan M. Gray from Au Sable Valley Central School, Clintonville. Hobart H. Conover of the State Education Department analyzes the relevancy of curriculum to modern business practice and the need to monitor the effectiveness of programs. A concluding section identifies Future Business Leaders of America programs, cooperative work experience, and simulation as important components in education programs. Three-unit vocational course sequences are listed for seven career areas. (MS)

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aspects of a modern business education program

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Bureau of Business Education Albany, New York 12234

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ASPECTS OF A MODERN BUSINESS EDUCATION PROGRAM

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Business Education
Albany, New York 12230

September 1975

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INTRODUCTION

Each year the Bureau endeavors to focus attention on a particular phase of business education that seems to be central to the times. This year we are asking each business teacher and school administrator to examine the business education program as a whole, endeavoring through a critical assessment to judge (1) its completeness and (2) its effectiveness.

In this publication, several very able business educators have provided criteria upon which to judge a business education program. The staff of the Bureau is also especially anxious to intensify the awareness of parents, students, business teachers, and guidance personnel to sound educational planning. The question must always be raised: Is the sequence of courses planned for the student compatible with his career objectives? If the student plans to enter employment directly upon graduation from high school, does the educational sequence or curriculum prepare adequately for the chosen career?

During 1975-76, it is hoped that a careful analysis will be made of every business course and how it accomplishes its stated objectives. If a local school is not able to provide complete course sequences for the various business careers, the area occupational center should be dovetailed more closely to bring about the desired results.

Business education has made a major contribution to the career preparation of many students for a long, long time. We must make certain, however, that our programs are (1) well conceived and (2) evaluated periodically, if they are to maintain their effectiveness for the students we seek to serve.

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TABLE OF CONTENTS

	Page
Business Education on the Move	1
Business Education for Future Business Personnel	8
Business Education, a Complete Program	11
Business Education Facing Reality	17
Business Education in a Rural Setting	20
Business Education--Where Are You?	24
Component Parts of a Modern Business Education Program	
FBLA	28
Cooperative Work Experience	29
Simulation	30
Three Unit Sequences	31
Enrollments in Business Subjects for 1974-75	36

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Business Education on the Move.

C. Irene Schindler, Chairman
Business Education Department
Mount Vernon High School
Mount Vernon, NY

The secondary school community of Mount Vernon (city population of 73,000) is served by one comprehensive high school with a grades 9-12 enrollment of 3,200.

Excellent facilities are provided within the school complex for academic and vocational training, and some of the vocational and business courses are shared with the neighboring city of New Rochelle, which with Mount Vernon, forms an Occupational Education District.

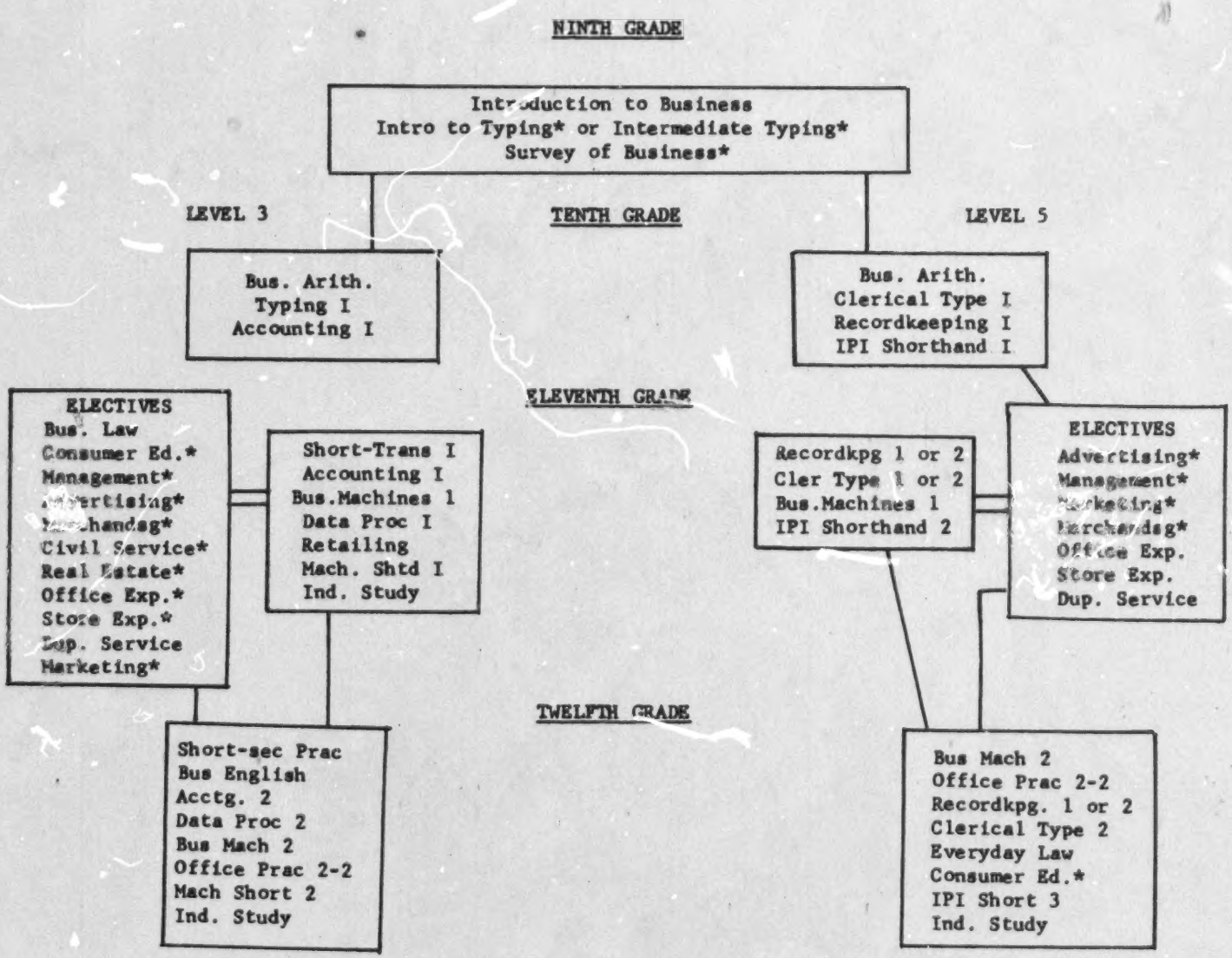
Working within a job market framework that includes Mount Vernon, the other cities of Westchester County, and, within easy commuting distance, New York City, Mount Vernon's business education department has continued to expand in recent years so that it would provide its city's youth with viable, competitive market skills and personal-use business knowledge. To this end, a tightly knit staff of 23 business teachers work with 2,356 students who are taking one or more business subjects.

Curriculum

One of our goals has been to develop a curriculum that would offer challenging programs for all levels of ability. We think we have done this, and there are currently 45 separate offerings in business education.

The variety of personal-use and vocational skill opportunities is illustrated by the following breakdown of course offerings. The first diagram charts a course of options open to business students from grades 9 through 12 and leads to careers in business. Subjects under a Level 3 classification are Regents level; Level 5 courses represent parallel courses in many subject areas.

BUSINESS DEPARTMENT OFFERINGS LEADING TO CAREERS IN BUSINESS



* 1/2 year courses

The second diagram indicates the electives open to grade 9 through 12 and highly recommended to college-bound students.

BUSINESS DEPARTMENT ELECTIVES RECOMMENDED FOR COLLEGE-BOUND STUDENTS

NINTH GRADE

Intermediate Typing* or Introduction to Typing*
Speedwriting (Full Year)
Survey of Business*

TENTH GRADE

Typing I
Speedwriting
Accounting I

ELEVENTH GRADE

Personal Typing*
Speedwriting*
Bus. Management*
Advertising*
Business Law
Ind. Study

Marketing*
Consumer Ed.*
Merchandising*
Data Proc I
Shorthand I Transcription
Machine Shorthand I

TWELFTH GRADE

Personal Type*
Speedwriting*
Intro to Computer
Bus Management*
Real Estate*
Marketing*
Business Law
Ind. Study

Accelerated Accounting
S.I.B.P. (combined Typing, Speedwriting, and Bus Mach)
Merchandising*
Advertising*
Consumer Ed.*
Bus Mach I
Mach Shorthand 1 or 2

* 1/2 year course

Recognizing a realistic consideration, our business curriculum is designed to provide high quality skills for those students who may terminate their formal education at the end of the 12th year, or before. Consequently, our program doesn't say "no" to anyone who wants the challenge of learning a skill subject, and provides for individualization and progress at one's own rate wherever possible.

Exploratory opportunities are provided to help determine where student interests and aptitudes lie. Courses for personal enrichment are offered to all students, with independent study opportunities provided for approved projects not included in the regular curriculum.

Curriculum improvement and revision must be an ongoing process. Each year, we take a hard look at our program and try to improve it. The alterations may include the addition of a new course, dropping of a course that no longer fills needs, rewriting of course descriptions to communicate more clearly with our constituents, or the rewriting of selected courses of study. In addition, each year we aim to complete one major curriculum project; that project in the last two years has been the development of learning activity packets in the areas of typewriting and general business.

Recruitment, Program Promotion

We do not feel it is sufficient to provide just an excellent curriculum or "product," as we like to think of it in marketing terms. An equally important ingredient in a successful business education program is an ongoing process of student recruitment and program promotion. It is the responsibility of the department to take the initiative in fully explaining its program to the guidance and administrative personnel. Each staff member must be completely familiar with the work of other members of the department; we find it necessary to hold numerous information-sharing sessions to assure this. Each business teacher must be able to disseminate up-to-date data on job requirements and career information since students do frequently turn to their business teachers for career assistance.

To assure good word-of-mouth advertising, we strive to make the experience of each of our students a rewarding one, and we employ several means to get the business education story across to the entire school system and community. Public relations, promotion, or whatever one chooses to call it, is also an ongoing process...with cumulative benefits. Some methods we have used include:

...development by staff members of a slide presentation that shows close-ups of our students at work in classes and on the job. To keep faces and locales current, we try to update the slides each year. These presentations are useful at the 8th-grade level when career interest is high and decisions are being made as to what to pursue in high school. The presentations can be tailored for other audiences such as community groups. Each year we use the slides and go over department offerings with the entire guidance staff prior to scheduling time.

...articles in the school newspaper on our curriculum offerings and local newspaper coverage of department happenings.

...permitting students to visit our classes, when they have unscheduled time, to see what we're doing. This has been of great interest to students, especially in the machine shorthand, data processing, and law classes.

...field trips to courts and other business establishments.

...inviting speakers from the community, including former graduates, to speak to our classes. We make considerable use of these speaker resources and find that it helps increase interest in our classes and adds to the overall instructional quality.

Image

We want our image to reflect quality business education and service, so we try to project a positive image at all times.

We are proud of what we have accomplished; we are enthusiastic about what we are doing; we hope this enthusiasm will be infectious. We are also conscious of how a business program can provide services to the school system as part of the instructional activities and realize there must be flexibility to permit these endeavors.

Some positive student experiences and goodwill benefits can be provided by such activities as:

...secretarial and/or typing students working in various school offices. At one time we did this extensively, providing secretarial students for all of the administrative and department offices. In recent years, our students have joined the "early dismissal" trend and pursued outside office employment as part of the office experience program.

...having data processing classes handle the daily attendance bulletin and/or keypunch and print out the department's machine inventory statistics and repair records.

...using a student duplicating service to prepare spirit and mimeo stencils and provide for the processing and delivering of these materials throughout the school.

...a CPA Club that provides income tax services for other students.

...during National Secretaries Week, we have our secretarial students excused from regular classes and place them throughout the city in all elementary schools, the middle school complex, and in the administrative offices at the central education center. These students shadow a regular school secretary for one day and perform actual work the remaining days. (The secretarial teacher coordinating this project has received positive feedback from both the "employers" and "employees.")

...an annual project, such as typing all of the envelopes for the PTA Scholarship Show community solicitation; typing for the yearbook and literary magazine.

...having the Introduction to Business students take on the responsibility for placing 30,000 mailing stickers on a school mailing piece, arranged by zip codes and counted to meet post office requirements. Various ninth grade students in our department were assigned to organize and coordinate the project, and it was completed in an expeditious manner. (The way work is presented and organized is vital to development of desirable student attitudes toward work.)

...having business students handle the cash register in the faculty dining room. (Ours are responsible for learning all food prices, meeting the "public," correctly handling money, and being responsible for excellent attendance on the job)

...providing machine shorthand students to record minutes of various meetings and seminars.

OTHER ASPECTS OF A BUSINESS EDUCATION PROGRAM

Equipment

A modern business and office education program will provide facilities for training that are compatible with the facilities in the business community where students are likely to be employed.

Changes in office equipment have greatly accelerated in the last few years, and departments should reflect these changes. We feel fortunate that our administration and community have provided excellent facilities and equipment for training purposes. We feel, though, that one of our needs is to move into the area of automated bookkeeping, and we are now working toward that goal.

Opportunities for Postsecondary Education

Providing leadership and encouraging students to further their education in postsecondary schools, either on a full or part-time basis, is another responsibility of a good business education program.

Some students will have attained in sufficient degree the maturity and acquisition of skills that will allow them to competitively enter the job market upon high school graduation. With other students, our success will be in having introduced them to fields in which they may desire to specialize and pursue with further training.

For example, high school accounting may be the catalyst for future CPA's; shorthand and typewriting may be the stimulus that leads to specialized careers as executive secretaries and court reporters; an introduction to computer course could provide the opportunity to assess career possibilities and to determine individual aptitude and interest in the widely publicized field of computers and programing; and experiences in the business education program may provide the direction for future business teachers.

Future Consideration

So far this discussion has been about now. But now was tomorrow only a short time ago. And now in business education would not be as "alive and well" as it is without thought, planning, and much work. The future will soon be the now for which we will want to be prepared.

On the curriculum front, more emphasis will need to be placed on machine transcription skills. Automated accounting should also have a high priority.

With school populations declining, we will need to plan on how to make maximum utilization of our resources and facilities.

A few of the possibilities worth considering are the teaching of office skills in our public schools, by day, to adults in the community, many of whom have school-age children and would find it convenient to attend day sessions. In every phase of our work, we must use an approach designed to instill favorable attitudes toward work, thereby helping to overcome the "shy work" philosophy. It may also be appropriate to explore ways and means of instructing all age groups in the responsible uses of leisure time.

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Business Education for Future Business Personnel

Karen R. Gillespie
Professor and Chairman
Department of Business Education
New York University

Imagine a high school with no state or city mandated curriculum, no Regents examinations, no friction between the liberal arts and practical arts faculties, and no preconceived ideas of requirements. If such a school existed, would the curriculum vary greatly from that of today's? Would educators conceive a vastly different array of courses as the ideal way to develop young business tyros?

Demands of Business

All businesses want students to read, write, spell, speak, and compute correctly. Further, business wants employees who dress appropriately, and who practice good health habits. Business also seeks the well-rounded person who has some hobbies, who is aware of the world around him, and whose money-handling skills keep him able to live within his income. Business further seeks people of good moral character who get along well with others. Business hopes also to find newcomers who are ambitious and aggressive enough to aspire to increased responsibility as their tenure within the firm lengthens.

Added to this, business seeks young high school graduates with certain skills such as the ability to communicate; to typewrite; to take dictation; to file; to keep records of events, of debits and credits; to run commonly used business machines; and to produce documents that are both accurate and acceptable in appearance.

Prescription for High School Business Curriculum

With those criteria of business' needs, should business education programs require drastic change for tomorrow's business applicants? Careful analysis of the present-day curriculum reveals a few modest changes that need to be made.

Any high school curriculum should prepare persons for rich and rewarding personal lives. For business students, the curriculum should prepare students with an all-around awareness of the problems faced by business such as the need to make a suitable return on investment, the need to service customers adequately, the need to meet competition, and the need to contribute to the improved quality of life.

The liberal arts should continue to be a substantial part of the high school curriculum. English courses, however, might stress more

drill on writing clearly, on spelling accurately, and on forming complete sentences in writing and speaking. Social studies might contain more economics, both for personal as well as business knowledge, but not at the expense of eliminating any history, geography, or courses that provide awareness of political systems. Similarly, science, mathematics, health and physical education should be part of the overall program albeit some improvements might strengthen each respective course.

The business courses, general business, shorthand, typewriting, data processing, bookkeeping and accounting, office machines, business arithmetic, business law, and, where possible, business English, should be offered. Both male and female students should be encouraged to take work in these areas as well as in the related distributive education courses.

What, however, is the desirable progression of learning in the office-oriented course areas? What, also, should be the relationship of the knowledges provided in those courses to the learnings in liberal arts?

Typewriting should be available and is strongly recommended for all students--both business and nonbusiness. This course should be taught beginning at least in the ninth grade. It should also be a course that is coordinated with all the liberal arts and business courses that the student takes. The typewriter should be considered a primary tool of communication, and the proper use of that machine should be viewed not only as a preliminary skill for those planning to specialize in secretarial studies, word processing, data processing, or office practice, but also for personal use.

Business arithmetic is another desirable subject to be taken in the freshman year. Here, awareness of the mathematics of business should be awakened, and the skills of computation that are needed for entry-level jobs should be practiced and perfected.

Bookkeeping, offered in the tenth grade, should include not only recordkeeping for business but also that needed for personal use. Accounting, available in the eleventh and twelfth grades, should prepare students for entry-level positions in financial offices and also give them an appreciation of the field that some could later pursue in college.

Shorthand and secretarial practice, available in the tenth through the twelfth grades, should prepare the young person to use those skills and abilities both in business and in their personal lives. Machine transcription skills especially are needed to prepare young people for the modern office with its word processing equipment.

Business law, available to students in the eleventh or twelfth grades, should provide background for the law of business and also give the student needed knowledge to be a better consumer of business services.

Office machines courses, available after students have learned typewriting and other needed knowledges, should make student cognizant of new machines such as those used for word processing. If such new machines are not available in the school, teachers of such courses should teach the implications of their use in the classroom and give the students the opportunity to visit firms where people at work on such machines could be observed. Simulated work situations are also needed.

Data processing courses should be offered to those students who show an aptitude for such learnings or who have an interest in such study. Again, wherever possible, hands-on experiences should be provided. If the equipment is not available, the teacher should teach the concepts and plan visits to firms where students could observe the equipment in use.

A capstone course should be offered in the senior year for all business students. In this course, the student should bring together all the pertinent knowledges and learnings from his liberal arts and his specialized business courses. The senior year is the time when the student should be ready to learn about management, finance, purchasing, organization, personnel, promotion, and public relations. Through this course, the student should become aware of the importance of the office and its relation to all the other work of business that provides merchandise and/or services for the consumer.

Prescription for Work Experience

In the senior year, in addition to the formal course work alluded to above, cooperative work experience should be available for all qualified students. Such an experience provides a useful bridge from school to work and from theory to application.

Prescription for Participation in Youth Organizations

One of the most valuable elements of the student's learning experiences, in addition to those listed above, is provided through participation in youth organizations such as Future Business Leaders of America (FBLA), Future Secretaries of America (FSA), or similar groups. Through such an organization, the student works with his peers and also takes responsibility in planning or performing some needed function. Students working with one another observe the value of doing a job reliably and well, the need for accuracy, the importance of communication, and the reason for following through on a task. Good human relations are also integral parts of the learning experience. Students who are active in youth organizations are provided with valuable training for later employment in business.

The Well-Prepared High School Business Student

Successful completion of progressive, coordinated coursework in liberal arts and in business subjects; simulated work; visits to business firms for observation; cooperative work experience; and participatory membership in business youth organizations prepares competent high school graduates to be sought after as entry-level workers for business.

Business Education, A Complete Program

Neil V. McNeill, Chairman
Business Education Department
Kings Park High School

Kings Park is a typical suburban town on the North Shore of Long Island just 50 miles from New York City. Its population has grown from just under 4,000 to over 15,000 in just 20 years.

A REALISTIC PHILOSOPHY

The philosophy of the business department relates closely to the district's concern for career consciousness. It details general and vocational student goals. Its aim is to serve student needs, both present and future. The department staff has worked as a team in adopting a realistic philosophy. This teamwork has resulted in practical solutions in the planning for expanded curriculum offerings. Detailed course outlines have been developed in a manner that permits them to be functional and adaptable for future changes as the class enrollments have increased. Communication between the business department in the junior high and the senior high has been excellent. The end result is a business curriculum geared to help the student prepare for that time when he will step into the world of work.

CAREER EDUCATION IN THE KINGS PARK SCHOOLS

Throughout the Kings Park educational system, a policy related to career consciousness flourishes. In the elementary grades, students are made aware of the concept of work, and they become familiar with a wide variety of occupations. When they enter the junior high, they already have become aware of the prerequisites for employment and are developing awareness of their own abilities. The guidance counselors in the junior high school teach classes regularly. In these classes, they point out that career education is a part of a sequential educational process which proceeds from occupational awareness to career proficiency. Student interests and aptitudes in relation to various occupations are nurtured. Consequently, by the time the student is in the ninth grade, he is able to assess his own potential and to participate in making decisions regarding his immediate educational and occupational goals. The business department is ready at this point to serve the students' needs.

INSTRUCTIONAL PATTERNS

The ninth grade house enrollment in 1974-75 was 490 students. Three hundred of these students are enrolled in courses offered by the business department. In the General Business classes, we attempt to

help each student make some basic occupational decisions, assisting them to choose and to plan the next step in their occupational and educational career. Ten sections of Introductory Typewriting are also open to all students in the ninth grade who want to learn the fundamentals of this basic skill.

The senior high enrollment totals nearly 1300, with almost 900 students enrolled in business courses. "Career exploration" is the key phrase in the junior high; "career preparation" is the senior high's. We strive to have each student become aware that he must have a skill to offer employers when he graduates, if he is to earn a living. We use carefully planned business course sequences to prepare students to enter or advance in a cluster of related business occupations or in a specific occupation chosen as a career objective. We work with students to refine prescribed competencies needed for employment.

Our instructional program consists of two levels of the conventional sequence patterns, as well as an accelerated and intensive pattern. Using this varied approach permits us to serve the interests and ability levels of all students. In every course, we achieve stated objectives with a conscious infusion of occupational information. Special aptitude tests, cooperation with the occupational guidance counselor, contacts with local business people, and a variety of career audio-visual materials available in our media center are used to help students develop an awareness of the knowledge and skills needed to enter the world of work. Many field trips to nearby industries are available to the students, which expand their occupational horizons, as well as develop wholesome attitudes toward work.

USE OF EDUCATIONAL FACILITIES AT ALL LEVELS

An up-to-date reference file of materials on business careers has been developed by the business department staff. It is made available to the elementary and junior high school teachers and to guidance personnel. A special slide presentation of the business department's facilities and its programs is used regularly by teachers in the lower grades. The more than 100 typing stations in the senior high are in use every period of the day and are also available for student use after school and in the evening in the town's supervised recreation program.

Our business program takes full advantage of the excellent data processing equipment and related courses offered at the BOCES center near our district. BOCES teachers offer courses in our school for students interested in a variety of career "try-out" experiences in our Diversified Occupational Program. This special program involves many of our distributive education students and others in our work experience programs. In the senior high and in the adult business education programs, specific occupational course offerings are provided which develop and upgrade the skills and knowledge needed in a variety of business and office careers. Work experience programs in distributive and office occupations help to extend these learning experiences.

A VARIETY OF COURSE OFFERINGS

Basic Foundation Courses

Typewriting I (for beginners) (R)
Typewriting I (advanced) (R)

Business Arithmetic (R)
Applied Business Arithmetic
(recordkeeping)

Business Law (R)

Secretarial Courses

Shorthand I
Shorthand II & Transcription (R)

Secretarial Procedures

General Office Skills Courses

Office Practice I
Office Practice II
Office--Work Experience

Machine Shorthand Courses

Stenograph I
Stenograph II

Accounting Courses

Bookkeeping & Accounting I
Bookkeeping & Accounting II (R)

Consumer-Oriented Courses

Business Management
Salesmanship
Consumer Education

Secretarial Skills for the College Bound

Senior Intensive Program - Shorthand

Business Administration Courses for College Bound

Senior Intensive Program - Accounting

College-Oriented Business Electives

Accelerated Accounting (Bookkeeping I & II)
ABC - Personal Notetaking (Stenoscript)
*Personal Typewriting (college level)
Introduction to Court Reporting

* No credit may be granted if a student has already received credit in Introductory Typing or Typewriting I.

UNUSUAL ASPECTS OF THE BUSINESS PROGRAM

The basic foundation courses are required for local sequence credit. (R) indicates that the State examination is required. Students who have completed the Introductory Typing course in the junior high school are placed in the Typewriting I class for advanced students. This placement is also used for any student who is able to pass the Level #1 State Competency Examination. Students in the summer school typing program, evening recreation program, and students who may have learned on their own may take a screening examination at the beginning of each school year. Beginning students are placed in Typewriting I (for beginners). Learning packets, developed by the department's staff, are used in all typing classes.

Business Arithmetic is offered on two levels. Emphasis is placed on recordkeeping aspects for students who will enter the distributive education work experience program. Business Law is offered as a sequence course ending in the State examination and as a social studies elective under the course title Contemporary Legal Problems. A special course outline is used for social studies students the first semester based upon the Youth and the Law Series which won the Atlanta Film Festival Award in 1973. In the second semester, these above average seniors follow an intensive pattern of instruction ending in the State examination on an optional basis. (Most take the Regents examination.)

The secretarial courses in shorthand (manual and machine) permit students to participate for one semester before making a firm commitment toward this occupational career goal. Should they decide to drop out, they are given Introductory Shorthand credit. Shorthand I is offered following the usual pattern of instruction and using an experimental eight-period-per week, no homework, laboratory approach. The machine shorthand courses have limited enrollment. Students are carefully screened in their ability in the language arts, as well as for motivation and commitment to a career in court reporting before being placed in this very popular course. (Boys like this course.)

The general office skills courses continue the development of production typing skills, introduce machine transcription skills, and use office simulation techniques. Reprographics, business calculating machines, filing, communication, data processing, and human relations are among the content areas covered. Using a team teaching, teacher aide approach, the content is flexible and is arranged to suit each student's interests. Learning packets, audio-visual materials, the State Competency Examinations, and the State Office Practice Syllabus are used. Workers are sent out for intra-school office work experience, while other student workers are assigned to the senior high chairmen, student council, and honor society advisors. Work of a non-test classification is completed and collated for all teachers in the school. A supervised, office work-experience program also provides students "on-the-job" training so important to polish their skills.

The accounting curriculum offers a modified journal-ledger course for students in the distribution courses, the usual two years of bookkeeping and accounting, and an accelerated course for above average students. The State examination is required in Accounting II and in the accelerated course.*

Consumer-oriented courses in Consumer Education, Business Management, Practical Mathematics, Salesmanship, and a minicourse in Making a Living are available to all students as electives in their senior year.

For senior college-bound students, we also offer a senior intensive program (SIP) in business administration. This class meets for a double period daily and compresses two years of Accounting, one year of Business Arithmetic, one year of Business Law, and units covering Business Organization, Business Economics, and Business Psychology. The State examinations in Accounting, Arithmetic, and Law are required and may be taken either in March or June. Due to the intensive nature of this program, students are not admitted unless they have successfully passed Math 10A or H.

College oriented business electives include Personal (ABC) Notetaking for College. This extremely popular course stressed note-taking from guest speakers, TV programs, tapes and cassettes. Personal Typing for College Students follows a special course outline involving home assignments. The course stresses the development of skills in preparing term papers, reports, and bibliographies. Students must learn to use the media center for research assignments.

A special course in Introduction to Court Reporting is offered only to seniors. This introductory course in machine shorthand is designed for especially motivated seniors.

* To offer a course which is State-approved, a syllabus and special application must be made to the State Education Department.

RESOURCES DRAWN ON TO MAINTAIN A MODERN BUSINESS AND OFFICE PROGRAM

Our department draws guidance and direction from the services offered by the Bureau of Business Education in the State Education Department. Our program also draws on the material published in various position papers published annually by the State Education Department and the Board of Regents. Excellent ideas are found in the Department's Briefcase.

The use of conference monies provided by our district permits the staff to take visitation days to other schools, attend professional conventions (national, regional, state, and local associations), and to benefit from the stimulating ideas communicated through our professional literature.

Our school unites resources and generates ideas for many unique projects through interdepartmental planning meetings. These meetings have resulted in providing our students with many valuable learning experiences.

It is our department's educational goal to make certain that students who graduate from our high school are employable after taking our business courses. We hope they will be employed in a position commensurate with their skill development. We want them to know that the school, its facilities and staff are here to serve them. They will be able to select from continuously accessible preparatory and remedial programs in our adult education program. Whether for advanced training, retraining for change of employment opportunities, job security, advancement, or for any reason appropriate to their talents, interests and needs--our department is ready to serve them. We ask all students to keep in touch with the department and the followup surveys made annually to evaluate our program.

It is our belief that Kings Park High School meets the demands of a modern business and office education program. The feedback from our graduates, the taxpayers, the employers of our graduates, comments made by graduates in our followup surveys, and praise received from fellow professionals who have visited our school encourages the department to continue its efforts in behalf of the students of our district.

Business Education Facing Reality

Louise M. Petraglia
Wallace Kravitz
Mineola High School
Garden City Park, N.Y.

The key to success in teaching any business education subject, whether it involves the development of a skill or general information, is reality. Business education must replicate real life situations! When we forget this fact, as we sometimes do, we find ourselves beset with many of the problems that proliferate in the classes of our colleagues who are testbook-oriented, inflexible, and/or lack experience in the business world.

Provide Simulated Experience Early

Simulated business experiences should begin at the earliest opportunity. At Mineola High School (grades 9-12), we have our first contact with students in a Business Survey course. In addition to the content covered in the ninth grade Introduction to Business course, students are given the opportunity to explore in depth four career areas:

- Clerical
- Secretarial
- Accounting
- Distribution

Units of work are being developed which provide opportunities for students to do more than simply "study" about business careers. They are given the opportunity to experience many of the tasks performed in connection with several business careers. They have the opportunity to:

- learn to type, using the touch system
- operate a variety of office machines, including calculators and duplicating equipment
- keep the records of "real" organizations--school-oriented but nevertheless real
- serve in various capacities in our school store--selling, stocking shelves, operating the cash register
- take simple dictation and read back from their shorthand notes

The extent of this "real" experience will be limited only to the extent to which our teachers are willing to innovate and provide situations based upon the reality of the business world.

Incorporate Cooperative Work Experience

Cooperative work experience also adds realism to the business education program. With more time available for our work experience coordinators, cooperative work experience students now find a much closer relationship developing with their supervisors. Approximately 50 percent of our senior business students participate in work experience programs.

To be supervised properly, business trained teacher-coordinators must be given sufficient time to perform their many tasks. One of the most important responsibilities of a coordinator, and usually one of the most neglected, is the individual counselor's visit to the student on the job. With the cooperation of participating employers, real learning opportunities are provided rather than permitting work experience to become little more than a source of student labor.

Department Growth

This year at Mineola we find that our business programs are stronger than they were five to ten years ago. With a stable high school population (approximately 1750 each year), our business classes attract an ever increasing number of students. In fact, in the last eight years, the department enrollment has increased 25 percent, and we will need another staff member next year. In a word, we believe that reality in our business education program has made this difference in student interest.

Seek Ways to Fill Education Gaps

Lurking in the background of this apparent optimistic future, however, is another reality which cannot be overlooked. It is a condition growing in severity in the classroom that causes teacher and student frustration inasmuch as it tends to discourage effective learning. This condition is given many names, but at Mineola we simply call it "the gap." It is that missing body of knowledge that causes colleges to turn down applicants who do not meet their standards. It forces employers to say "no" because the candidate cannot successfully pass a minimum performance test. In the classroom, it takes the form of basics never learned.

As teachers, we know that learning involves an "adding-on" process. As we learn, we add on previous knowledge, broaden our concepts, or perfect our skills within a particular structure. We are able to deepen our understanding or perfect a motor skill because we have mastered the prerequisite knowledge. Only when our students have the necessary background on which to build, can they move forward. If there is a weak foundation, further building will only collapse.

We should be particularly concerned with those students who do not have the necessary prerequisites or who suffer from "the gap." There are, obviously, various ways of reacting to this condition.

- o We can ask these students to seek other instruction, and discourage them from further business education.
- o We can proceed to teach in the usual way and "pray for a miracle."
- o Or, we can accept the reality of the day, diagnose the causes of failure, and then seek to develop possible remedies.

Prepare Simple, Step-by-Step Instructional Materials

If we face the problem squarely, we will prepare to teach differently than we have in the past, even if it requires more than one mode of teaching in the classroom at the same time. We also suggest the need to prepare simple, step-by-step instructional materials.

Start with a simple problem or idea. Give an example; work it through for students. Ask questions, and design exercises which permit students to complete statements and problems.

Add a second step or second idea. Design exercises which cover this second aspect, including the previous one. Ask questions. Again, utilize creative questions and imaginative exercises to permit students to complete statements. Give students the opportunity to work with problems that include both steps or both ideas. Have answers available at all times so each student can check his own progress.

Leave time in your "regular" lesson to allow for checking the progress of these "recovering" students.

The question remains, can we develop simple step-by-step instruction that will fill the gap completely between what many of these students know and what they are expected to know? Can this material be prepared in a practical format that will permit students to work on their own particular weaknesses? The answer is definitely, "Yes!"

Many teachers may say that they lack the time, the resources, and the technical background to carry out this task effectively. If we consider what is best for students, however, we have no alternative. So face the situation squarely!

- o Preassess or pretest for basic knowledge or skills necessary for each lesson. (Pretesting should be on-going- at the beginning of each new signment of study.
- o Identify student weaknesses.
- o Prepare instructional materials for those students who need special instruction in the prerequisite knowledge or skills.

As we reinforce the foundations of learning and add realism to our instructional program, we will also strengthen the foundations of business education for all students. Some will begin to achieve at a higher level of efficiency. Others will obtain the basic foundation upon which to build during and following their high school years. And while every student will not attain the same level of proficiency, all will learn.

Business Education in A Rural Setting

Mrs. Joan M. Gray, Coordinator
Business Education Department
Au Sable Valley Central School
Clintonville, New York

The teacher of business education in a rural school must be willing to take responsibility for many more aspects of the student's development than can be accomplished through any textbook assignment. The needs of the student in the rural school are, indeed, unique.

VOCATIONAL PROGRAM

As more and more of our smaller rural schools centralize, complete changes become evident in the offerings of the business departments. With larger numbers of students and more teachers available, the program offerings should become much more diversified.

Programs should be provided for students of various ability levels. The student who is unable to handle a stenographic curriculum should be given an opportunity to develop basic clerical skills. The student who will never be able to master an accounting major may derive his greatest rewards through success at recordkeeping.

Caution must be advised in program planning not to cater too exclusively to any one segment of the student population. Though it may be only too evident that the vast majority of our students are of average or below-average ability, weighing the program too heavily in their direction will not only limit their exposure but, more importantly, take away any incentive on the part of students to work to a higher level.

Experience has also shown that schools sometimes tend to limit their offerings to the skills and knowledges that can be utilized in the immediate job market. While it is important to have a complete understanding of the demands of that local job market, such limitation in today's "mobile" society places a severe handicap on our students.

Admittedly, we walk a tight line in any rural area between wanting to keep our more able students in the community as responsible citizens and encouraging them to leave in an effort to further their career opportunities.

Recognizing the extraordinarily limited exposure of these students to career opportunities, the business department must attempt to provide not only entry level training for every student, but must also provide at every opportunity information and experiences showing how these entry level skills can be utilized as stepping stones to higher level positions.

PERSONALIZATION THROUGH DEPARTMENTALIZATION

The same school centralization process that extended to rural communities the opportunity to offer a more diversified educational program to our students also brought with it the overwhelming problem of "depersonalization" in the larger school.

The students no longer know each other. The teachers no longer "hear" about certain students from grade one. The social opportunities of the school system are limited to availability of bus transportation. The students and teachers lose their sense of "belonging."

Departmentalization is an absolute necessity in the larger rural school. Instead of allowing the student to become lost in an overwhelmingly complex school system, he must be made to feel that he is an important part of a smaller whole--the Business Department.

Teachers in the department must work closely together so that every teacher understands thoroughly the program being followed by every other teacher. All planning for interrelated courses should be incorporated into a joint planning effort of the department.

Coordination of efforts toward development of good work habits on the part of the students and standardization in the quality of work and behavior that will be acceptable from each student is an essential aspect of departmentalization. It will contribute greatly to the student's sense of belonging. When the student can depend on "consistency" of expectations, he will more readily adjust his behavior to meet these expectations.

True "team teaching" may not be the name of the game, but every element that contributes toward interrelating all aspects of departmental offerings is to be applauded.

BUSINESS EDUCATION LAB

The introduction of continuous progress, competency-based skill programs and independent study courses to broaden the learning opportunities available to students will require the establishment of an office machines laboratory.

This laboratory should be equipped with several makes of typewriters--manual and electric--as well as calculators, duplicators, cassette players, and transcribers. It should also provide ample work space for the varied activities that take place in such a laboratory.

Students should be encouraged to make full use of this laboratory at every available opportunity--for additional typing practice, to catch up on assigned jobs, to work on independent study programs, to take extra shorthand dictation practice from cassette tapes, to listen to other cassette tapes for full programs or basic instructions, and to use the transcribers. There are undoubtedly many other uses that can be made of such a resource center.

At least one business teacher should always be available in the laboratory to supervise behavior, techniques, and work habits; to answer instructional questions; and to act as a GENERAL ADVISOR to the student with broader questions or problems.

With school budgets being cut in so many places, guidance departments in many rural schools are woefully understaffed. Although we cannot take over full responsibility for "guidance" of the students in our department, the business teacher should be willing to contribute as much as possible toward this goal.

The business laboratory should also be used for displays of various types of career guidance materials. Books and magazines showing many types of job opportunities should be in abundance. A variety of college catalogues should be available to encourage students to further their education or training.

THE BUSINESS CLUB

Today's students demand more "say"--and more "relevance"--in the courses they take and the programs they follow. The establishment of an active business club or local FBLA chapter can be a most effective integrating element to the over-all business program and provide opportunities for students to initiate projects and to share in decision making.

By dividing each subject area of the department into a separate chapter of the club, with its own officers and its own advisors, a spirit of rivalry can be maintained at the same time that a spirit of unity is being developed. All programs of the club and of each chapter should be planned to be included as part of the regular class activities. The students, as members of the business club and as participants in the planning of all chapter activities, begin to assume a greater sense of "proprietorship" and acceptance of the importance of the subject matter being covered. They begin to see why certain preliminary steps (that they might have once classified as "dumb") are necessary to reach a desired goal.

Many of the responsibilities of the business department become much more effective learning exercises when approached through the activities of the business club. When students look upon each project as "their own," they accept greater responsibility for it and the value increases.

The activities of the business club can also be directed toward the development in the student of a strong sense of his personal worth. Students can soon recognize the relationship between preparedness and poise in any given situation. They can be made to understand that addressing a group of people is not as frightening a situation when the speaker is very sure of the facts that he is about to present, very sure of his grooming, and confident that he has devoted enough time to the development of his presentation.

While business club members are undertaking programs to develop their own social competencies, they can serve well as promoters of the offerings of the department for nonbusiness-oriented students. Business club members take pride in letting the rest of the school know that only in the business program can students find the courses that will best prepare them for so many of the business and social responsibilities that every citizen must face--applying for a job, filing his income tax, buying insurance, credit buying, banking--to name only a few!

PUBLIC RELATIONS EFFORTS

In our present educational era of "accountability," the business department can at last come into its own. The results of our efforts are there to be seen. It is the responsibility of the department, however, to make these activities and results known--to the administration, to the student body, and to the general public. Though many avenues are open toward this goal, a listing of the more effective would surely include:

A Departmental Handbook--stating the philosophy and overall goals of the department, listing each course offered with a brief description of expectations, proposed student schedules for each school year, a listing of the "personal value" courses for students not majoring in business, and an emphatic statement of the importance of good work habits toward meeting success in school as well as in the business world.

A Departmental Newsletter--published at least monthly, headlining individual student achievements, posting the results of just-finished chapter or club projects, announcing programs for upcoming events, informing about unusual career opportunities, introducing artistic or literary efforts of students--and the list goes on.

Recruiting Programs--instituted in the spring of the year before students complete their schedule planning for the following year. Care must be taken to insure that these programs lend a certain amount of "prestige" to the department's offerings and depict the business student in the best light.

Assembly Programs--video taped or overhead presentations by business club members showing program scheduling and overall benefits of the program--both as a major course of study and as a personal-use elective program.

Open House for Parents--showing students at work, results of students' work efforts, and the values to be obtained from success in the business program.

Obviously, the role of the business teacher in a rural school is challenging but rewarding because of the range of service to students that is provided every day.

Business Education...Where are You?

Hobart H. Conover

When you pick up a newspaper or trade journal these days, you can't help but be impressed by the equipment changes occurring in today's business offices. Mini computers, portable terminals, laser beam copy reproduction, payroll processors, phone-call diverters, and facsimile transcribers are only a few of the new machines reaching the market. In a modern business office, you are also apt to see the entire secretarial staff restructured. There are likely to be two prominent job streams--one devoted to correspondence (word processing) and a second which specializes in office administrative details. PBX telephone links between telephones in the building and separable media records provide input to the word processing center. Mag Card II typewriters, MTST's, and voicewriters are part of the available hardware.

The organization of this modern office is also unique because of prominent career ladders. New promotional opportunities provide considerable work incentive. The correspondence staff, for example, may be comprised of a battery of highly qualified secretaries supported by one or more proofreaders, supervisors, and a unit coordinator. The administrative support staff is similarly structured into what might be thought of as teams, each responsible to a team supervisor.

The output of this modern office should be of considerable interest to any business educator because of the emphasis on office efficiency. Approximately 750 lines per secretary per day is apt to be typical output; turnaround time about 8 hours for routine work and 1 hour for rush jobs.

Inhouse staff training helps to maintain these high office standards and to implement constantly sought after work simplification measures. Selected secretaries are also employed in the capacity of "floaters" to make sure that critical work stations are covered during absences and that extra hands are available during peak work periods.

A centralized duplicating department, equipped with multilith duplicators, electrostatic copiers, a photography laboratory, and machines for paper cutting, paper folding, platemaking, automatic collating, and drilling are all part of the inhouse printing capability. Convenience copiers at strategic locations throughout the building are available for two- and three-copy runs.

To conserve valuable office space, valuable documents and letter copy to be filed are reduced to microfilm. Copy retention is based on a carefully conceived policy manual, retention and form dictated by

(1) whether copy must be available to several individuals, (2) whether copy should be retained for only a short period of time, or (3) whether the item is worthy of being retained at all.

Our secondary schools and colleges want to have classroom laboratories as closely representative of modern offices as finances permit. It is evident, however, that it will become increasingly difficult to replicate many of the features of these installations. The alternative, of course, is to find ways for students to have access to some of these modern settings.

Instructional programs, on the other hand, need not be outdated because of less than optimal office equipment. An energetic and resourceful business education staff who work closely with their business community can more than compensate for any equipment lag. A chairman and staff, however, must have the curiosity and vitality to obtain firsthand evidence of modern office operation. They must then take steps to insure that students are prepared for these realities. A business education staff must become "students" of modern office equipment, practices, and procedures. They must seek techniques for introducing these practices into the instructional program. This is how curriculum relevance is assured.

Cooperative work experience will make a major contribution toward this objective. It provides compelling motivation for updating instructional content. It provides exposure to a variety of equipment beyond the financial reach of our classrooms. Where cooperative education is not practicable, simulation may be a valuable alternative. A classroom office simulation, supported by visits by knowledgeable businessmen and "shadow" experiences in local offices, provides many of the benefits inherent in cooperative work experience. Many business educators encourage a combination of simulation and cooperative work experience as the ideal. Students are then benefitted by the carefully structured experience of the simulated office before encountering the realities of a "live" office.

Can we conclude that close tie-ins with a business community will guarantee curriculum relevancy and effectiveness? Not quite! A business education staff must prescribe course sequences designed to prepare for specific occupational objectives. Hopefully these learning sequences can be relied on to prepare for not one but a cluster of related jobs. The staff must then make sure that students pursue these "curriculum packages" to their completion. Only then can a staff be reasonably assured that graduates are meeting standards of entry-level job readiness.

Of what value are these carefully planned learning sequences if few students complete the "package"? Of what value, in fact, is a carefully designed total business education program if it accommodates only a small part of those students seeking to prepare for office employment? Of what value is a program so narrow in scope and prescriptive in design that few students survive?

AN EFFECTIVE BUSINESS EDUCATION PROGRAM MUST HAVE THE CAPACITY TO ACCOMMODATE A VARIETY OF STUDENT INTERESTS AND CAPABILITIES. IT SHOULD BE DESIGNED TO PREPARE FOR SEVERAL JOB CLUSTERS AND TO MAINTAIN STUDENT MOTIVATION TO ITS COMPLETION. IT SHOULD BE PLANNED TO INSURE THAT STUDENTS EXITING ARE PREPARED FOR ENTRY-LEVEL EMPLOYMENT OR FOR THE NEXT STEP IN THEIR CAREER PREPARATION. IT SHOULD BE DESIGNED TO FOSTER WHOLESOME ATTITUDES TOWARD WORK STANDARDS AND FELLOW EMPLOYEES. IT SHOULD HELP STUDENTS DEVELOP THE CAPACITY FOR SELF-DIRECTION, PLANNING, AND DECISION-MAKING. IT SHOULD FOSTER THE SATISFACTION EMANATING FROM SEEING A JOB WELL DONE.

The competencies and performance objectives of each business education sequence must be carefully delineated. The programming and progress of students in the sequence should then be carefully monitored. The staff must be motivated to pride themselves in the ability to retain students. If students fail, reasons are analyzed. The program is then modified to achieve the desired ends.

The crucial test of a successful program is the "track record" of the graduates. Do they get jobs? Are they able to perform effectively on the job? An effective occupational education program provides a number of helps to students in initial job placement. A followup system then monitors their success. Department structure provides the mechanism for on-going program evaluation and accumulates abundant evidence of student job success.

The contribution of a business education department to student attainment of economic literacy and personal-use skills is equally significant. A business department that fails to meet its general education responsibilities has overlooked a major area for service. A high proportion of students in every high school benefit from the general business subjects--general business, business law, consumer education, and typewriting. If full-year courses cannot be directed to these subject areas, more intensive, short courses should be designed for the purpose. The general business subjects have the potential for increasing the personal business efficiency of most high school students.

Business education can serve most students in any secondary school. To be entirely effective and to fully meet its dual responsibility, the program must be regularly scrutinized. Sequences designed to develop occupational competencies should be scrapped if they fail in this objective. General business education courses and sequences should be modified if they no longer attract. The career goals of <u>each</u> student should be clearly evident. Only then can a faculty be reasonably certain that courses are relevant to a student's purposes and that individual student learning goals are being reached.

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Component Parts of

A Modern Business Education Program

FBLA

For the past few years, businessmen have been voicing the opinion that entry level employees lack proficiency in their ability to work with others, to understand the world of work, and to adapt to change. Yet, we still have not implemented successful program procedures which aid students in developing these aptitudes.

Business educators have clearly reached the time when simply developing the student's psychomotor skills and skills associated with the cognitive domain will not suffice. The affective domain must be dealt with. But, the question remains as to how this can be done.

All educators, including those in business education, have continually pondered the problem of how to deal effectively with these areas of attitude and motivation. Because of the lack of a concrete solution, many have stayed away from attempting to infuse methods to achieve these ends into their cognitive-centered classrooms. Turning our backs on this problem is a practice we must resist. We must attempt to develop workable methods to help students develop these aptitudes.

Both the National Advisory Council on Vocational Education and the Board of Regents of New York State have recently voiced concern over this void in our educational system. To help bridge the gap, they have urged high school business education programs to initiate youth leadership activities within their curriculums.

Recognizing the value of such a program, the Bureau of Business Education has been encouraging schools to develop FBLA (Future Business Leaders of America) programs within their schools. FBLA, as a part of the curriculum, encourages greatest student involvement and provides opportunities which our typical programs have been unable to accomplish. The club program provides a splendid vehicle for personality, career, leadership, citizenship, and skill development. It also provides students an opportunity to work cooperatively with other students as well as with the business community. In addition, our youth organization provides recognition for student and school achievements on a local, state, and national level.

A successful club program is based on a student-centered, community-based approach. The students are the leaders of the program. The teacher must serve only in an advisory capacity. If the teacher attempts to "run" the organization, it is doomed to fail. This does not mean that the teacher (advisor) has little to do. Motivating and encouraging the students to undertake worthwhile activities will often require more energy, creativity, and leadership than doing the job themselves.

Effort should be made to encourage the students to undertake community-centered projects. These projects may consist of surveys, shadow programs, field trips, informational programs, attending meetings in the business community, etc. Regardless of the projects adopted, an attempt should always be made to provide students with the opportunity to plan, work with others, and receive exposure to the business community.

When the students complete any activity, the advisor should endeavor to provide them with recognition in their local school and community, as well as on a state level. State recognition is obtainable by all students through the annual State Leadership Conference held each spring.

A network of district, state, and national conferences and workshops are also available to all FBLA members. These activities serve as a valuable tool in developing students' work attitudes.

In an attempt to supplement and strengthen the business education program, each school should carefully analyze the potential resources FBLA offers its program and consider implementing it in the school. For information on FBLA, please contact the Bureau of Business Education, State Education Department, 99 Washington Avenue, Albany, NY 12230.

Cooperative Work Experience

For many years educators have recognized that an excellent way to prepare for a particular job is to work at that job. In many areas of our educational program, schools set up classroom laboratories that closely approximate actual work stations. But the ideal way to attain job competence is by supplementing the classroom laboratory and instruction with the learning opportunities of an actual job.

Many students do not think easily on the abstract level. They do, however, learn more readily when they see theory in operation and have an opportunity to practice what they are learning. A cooperative part-time job thus becomes a laboratory where a student applies many of his school subjects and appreciates their meaning and importance.

Every modern business education department should analyze the feasibility of starting a cooperative work experience program. To adopt such a program, the following conditions must exist:

- A positive attitude toward cooperative work experience must be developed among the entire school staff.
- The student body must be large enough to warrant a program. Both the size and make-up of the school enrollment must be considered in determining if sufficient interest exists for the program.

- The size of the community, types and location of possible work stations, and the availability of transportation must be considered before adopting a program.

If the analysis of these criteria indicates that a quality cooperative program is possible, a qualified teacher-coordinator should be hired to start the program. The teacher-coordinator is the key to an effective program. He takes on the role of a consultant as well as that of a teacher of business education. He may also help organize an adult program for employees, managers, and personnel specialists. The success of the office skills program depends largely on the degree to which the coordinator assumes his key role as organizer and leader.

The desired day-by-day operational performance of the coordinator is outlined in the Bureau's handbook entitled "Cooperative Work Experience Manual--- Business Education." Any school which presently has or is considering establishing a program should request a copy of this handbook from the Bureau of Business Education.

Simulation

Due to insufficient school enrollments, lack of student interest, minimal administrative support, and/or few potential work stations, cooperative work experience programs are often inappropriate. In such cases, the business education department should explore the possibility of using simulation in their classes.

The purpose of a simulation is to duplicate the appearance and structure of a company in the real business world in order to provide opportunities for students to apply, refine, and add to their business aptitudes, knowledges, and skills. This instructional technique enables students to:

- develop an understanding of workflow or cycles
- develop their decision-making skills
- understand the importance of effective employee interaction and human relations
- improve their office skills through realistic applications.

To successfully implement a simulation, a teacher must be able to operate effectively in an unstructured situation. The ability to innovate and a solid knowledge of the basic skills involved are also essential characteristics for the instructor.

In schools throughout the State, both commercial and self-prepared simulations are being utilized. Any teacher interested in exploring the possibility of using simulation in their classroom should write for the Bureau's loan packet entitled "Simulation."

Three Unit Sequences

The primary objective of business education is to develop students' occupational competencies so that they can obtain and keep positions in the business field.

To develop these skills, students must be exposed to business courses on more than a hit-and-miss basis. To assure that students who will seek employment upon graduation are well prepared, every effort should be made to match their specific career plans with the three-unit sequences outlined on the following pages.

In reviewing the business program, it is suggested that both guidance and business department personnel review these sequences as well as the five-unit curriculums described in the Handbook for Business and Office Education.

THREE-UNIT
VOCATIONAL SEQUENCES

Sequences and Emphasis	Sequence Components		
Seq. No. / Emphasis	Unit I	Unit II	Unit III
1* **Bookkeeping and Accounting** USOE Classification 14.01 This sequence prepares the student for entry-level positions as a bookkeeper. Students who expect to specialize in this field should be encouraged to complete B/A 1 and B/A 2. D.O.T. Code — Illustrative Job Titles 210.388 Audit Clerk[1] 210.388 Bookkeeper(clerical) I 210.388 Bkkper(clerical) II 219.488 Acctg Clerk(clerical) 219.588 Posting Clerk 215.488 Payroll Clerk 219.388 Billing Clerk(clerical)II 219.388 Timekeeper(clerical)	Bookkeeping/Acctg 1	Bookkeeping/Acctg 2	Select one of the following: Aut.Bus.Data Processing 1 Business Mathematics Business Management (1 unit) Business Law Coop. Work Experience (300 hrs) General Business Office Practice 1 [2] Typewriting 1 An occupational course from another discipline related to the student's career objective
2 **Stenography** USOE Classification 14.07 This sequence prepares the student for entry-level stenographic positions. 201.368 Secretary 202.388 Stenographer(clerical)	Shorthand 1 [3]	Shorthand 2 and Transcription	Secretarial Practice or Coop. Office Work Experience (300 hours)

* Sequence numbers related to Handbook for Business and Office Education (1971).

1 Complete job description may be found in the Dictionary of Occupational Titles.
2 Typewriting 1 is a prerequisite to Office Practice 1.
3 Typewriting 1 is a prerequisite to or should be taken in the same year as Shorthand 1.

Seq. No.	Emphasis	Unit I	Unit II	Unit III
4	<u>Automatic Business Data Processing</u> USOE Classification 14.02 This sequence prepares the student for a variety of entry-level positions in automatic business data processing. Students who expect to specialize in this field should be encouraged to complete ADP 1 and ADP 2. 213.782 Tabulating Mach.Operator 213.885 Sorting Mach. Operator 219.388 Coding Clerk(clerical) 213.382 Digital Computer Oper. 213.382 High-Speed Printer Oper. 213.382 Computer Peripheral Equipment Operator	Automatic Business Data Processing 1	Automatic Business Data Processing II OR Bookkeeping/Acctg 1 OR Typewriting 1	Select any <u>one</u> of the following: Auto.Business Data Processing II (if not used to meet Unit II) Bkkpg/Acctg 1 (if not used to meet Unit II) Business Mathematics Business Management (1 unit) Business Law Coop.Work Experience (300 hrs) General Business Office Practice 1 (Typewriting 1 is a prerequisite) Typewriting 1 An <u>occupational</u> course from another discipline related to the student's career objective
3	<u>General Office Clerical</u> USOE Classification 14.03 This sequence will prepare students for a variety of general clerical careers, emphasizing office machine operation. 203.588 Typist(clerical) 206.388 File Clerk(clerical)I 207.782 Duplicating Mach.Operator (clerical) II, III 208.588 Transcribing Mach.Operator 209.388 Clerk-Typist(clerical) 214.488 Billing Mach.Oper(clerical) 216.488 Add.Mach.Oper.(clerical) 216.488 Calculating Mach.Operator (clerical) 237.368 Receptionist (clerical)	Typewriting 1	Office Practice 1	Select any <u>one</u> of the following: Office Practice 2 Cooperative Office Work Experience (300 hours)

Seq. No.	Emphasis	Unit I	Unit II	Unit III
5	General Office Clerical USOE Classification 14.03 This sequence will prepare students for a variety of general clerical careers including machine transcription. 203.588 Typist(clerical) 208.588 Transcribing Machine Operator(clerical)II,III 209.388 Clerk typist(clerical) 216.488 Adding Mach.Operator (clerical)	Typewriting 1	Machine Transcription OR Office Practice 1 (Typewriting 1 is a prerequisite)	Select any one of the following: Auto.Bus.Data Processing 1 Bookkeeping/Accounting 1 Business Mathematics Business Management (1 unit) Business Law Coop.Work Experience (300 hrs) General Business Office Practice 1 (if not used in unit 2; Typewriting 1 is a prerequisite) Machine Transcription (if not used in unit 2) Recordkeeping An occupational course from another discipline related to the student's career objective
6	General Office Clerical USOE Classification 14.03 This sequence will prepare students for a variety of general clerical positions, particularly those emphasizing recordkeeping and basic office machine operation. 209.588 Clerk, general 223.387 Stock clerk 223.388 Inventory clerk	Recordkeeping 1	Office Practice 1 (Typewriting is a prerequisite)	Cooperative Work Experience (300 hours)

Seq. No.	Emphasis	Unit I	Unit II	Unit III
7	Business Administration USOE Classification 14.08 These sequences, announced subsequent to the printing of the Handbook for Business and Office Education, were designed for students who desire basic preparation in business organization and management. The sequences are recommended for students who may wish to pursue post-secondary educational preparation in business management at the college level or as part of a management training program provided by private industry. 169.168 Administrative Assistant 169.168 Chief Clerk II 169.168 Office Manager 169.168 Manager, General Office 223.138 Manager, Stockroom	Accounting 1 A locally developed accelerated one-year course emphasizing accounting concepts and approved by the Dept. for Regents credit	Business Law	Two of the following half-year courses: Bus.Org. and Mgt. (½ unit) Economics (½ unit) Business Psychology (½ unit) A locally developed course approved by the Dept. for Regents credit Introduction to Automatic Data Processing A locally developed course approved by the Dept. for Regents credit

ENROLLMENTS IN BUSINESS SUBJECTS FOR 1974-75

Course	Public	Private	Total
ADP 1	5,197	315	5,512
ADP 2	1,237	-	1,237
Keypunch Operation	1,062	31	1,093
Other ADP	1,385	711	2,096
Bookkeeping/Accounting 1	39,823	6,503	46,326
Bookkeeping/Accounting 2	7,774	641	8,415
Bookkeeping/Accounting 3	875	149	1,024
Accelerated Bookkeeping	1,479	-	1,479
Machine Bookkeeping	665	-	665
Recordkeeping 1	17,445	285	17,730
Recordkeeping 2	3,745	-	3,745
Recordkeeping 3	769	-	769
Business Mathematics	53,174	3,930	57,104
Business English	2,989	240	3,229
Business Law	20,433	5,465	25,898
Business Management	2,517	415	2,932
Consumer Education	4,483	2,029	6,512
Exploratory Business Education	5,835	-	5,835
General Business	35,779	2,674	38,453
Machine Shorthand 1	505	25	530
Machine Shorthand 2	142	-	142
Machine Shorthand & Trans.	333	-	333
Manual Shorthand 1	36,834	3,831	40,665
Manual Shorthand 2	8,488	1,057	9,545
Manual Shorthand 3	1,573	54	1,627
Manual Shorthand/Trans. 1	7,317	1,270	8,587
Manual Shorthand/Trans. 2	7,076	1,350	8,426
Accelerated Shorthand	526	-	526
Personal-Use Shorthand	3,194	684	3,878
Machine Transcription	699	9	708
Secretarial Practice	7,278	1,650	8,928
Office Practice 1	17,431	2,245	19,676
Office Practice 2	3,600	178	3,778
Clerical Practice 1	8,020	20	8,040
Clerical Practice 2	2,483	-	2,483
Office Reproduction Operation	176	153	329
12th Vocational	354	-	354
Typewriting 1	124,900	15,101	140,001
Typewriting 2	18,901	1,213	20,114
Typewriting 3	4,934	119	5,053
Introduction to Typewriting	15,760	417	16,177
Personal Typewriting	48,959	3,557	52,516
Accelerated Typewriting	1,368	74	1,442
Civil Service	573	-	573
Cooperative Work Experience	3,337	20	3,357
Orientation to Work	1,489	-	1,489
Other Business Subjects	12,932	770	13,702
Integrated Business Practice	2,183	-	2,183
Senior Intensive Stenography	599	-	599
Office Simulation	607	-	607
Total	549,237	57,185	606,422